|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Colonial High School Learning Plan Template** | | | | |
| **Teacher:** | | | **Date:** | |
| **Unit 2: “The Shot Heard ‘Round the World” – The Causes and Consequences of the American Revolution** | | | | |
| **Class: US-VA History** | | | | |
| **Materials: Promethean Board Textbooks Colored Pencils Video/DVD Highlighters**  **Post-it notes Art Supplies Maps/Atlases BYOD** | | | | |
| **Objective (SOL & VBO)** | | **11.2.1 Identify the causes of British colonial policies between 1763 and 1776, and explain the effects of those policies on British/colonial relations.  ﴾VUS.4﴿**  Policy changes  ­  traditional Anglo­American relationship of salutary neglect  ­ economic impact of French and Indian War  ­ Britain's increasing trade restrictions, economic control  ­ undermining authority of colonial assemblies  British policies ­ designed to raise money and prevent further conflict and expense  ­ Proclamation of 1763  ­ Stamp Act  ­ Quartering Act  ­ Tea Act  Colonial reactions  ­ Boston Massacre  ­ Stamp Act Congress  ­ Sons of Liberty  ­ non­importation agreements  ­ Boston Tea Party  ­ First Continental Congress  **11.2.2  Explain how Enlightenment ideas influenced American beliefs.  ﴾VUS.4﴿**  **11.2.3  Describe the political difference among colonists concerning separation from England.  ﴾VUS.4﴿**  Loyalists/Tories  Patriots  Undecided ﴾Neutrals﴿  **11.2.4  Explain the role of important leaders in the struggle to win American**  **independence from England.  ﴾VUS.4﴿**  Leaders  ­ Patrick Henry ﴾“Give me liberty or give me death”﴿  ­  Thomas Paine ﴾Author of Common Sense﴿  ­ Thomas Jefferson ﴾Author of  Declaration of Independence﴿  ­ George Washington – Commander of Continental Army  ­ Benjamin Franklin – arranged treaty with France  **11.2.5  Describe key political and military events of the American Revolution.  ﴾VUS.4﴿**  Key political events  ­ Second Continental Congress  ­ Franco­American Alliance  ­ planning for post revolution government  Key military events  ­ Lexington and Concord ﴾“Minutemen”﴿  ­ Saratoga  ­ the Battle off the Capes  ­ Yorktown  **11.2.6  Account for the territorial expansion of the United States to 1783.**  **﴾VUS.1, VUS.4﴿**  Ceded by Great Britain by Treaty of Paris ﴾1783﴿  Boundaries ﴾Atlantic Ocean, Spanish Florida, Mississippi River, Great Lakes﴿ | | |
|  | | | | |
| **Before** | **Learning Target** | As a result of the lesson, what do you want students to know and be able to do? | | |
| **Anticipatory Set – Hook to Activate Prior Knowledge and Relate.** | Map Bellringer Video Clips Discussion Questions Creative Thinking?  Reading Quizzes Digital Survey Brainstorming Activities Think-Pair-Share  Other: | | |
| **During** | **Teaching** | **Instructional Input-**  Direct Instruction/Lecture Reading Activities  Stations Kinesthetic Learning Video Viewing Guides  **Modeling-**  Teacher Directed Demonstrations  **Questioning Strategies-**  Informal Entrance Tickets Digital Activities  Exit Slips Socratic Seminar Value Judgments/Debates | | **Checking for Understanding:**  Bellringer Activity  Exit Slips  Question & Answer  Discussion  Presentations |
| **Guided Practice: Teacher monitored practice on the part of students.** | Teacher-led Peer Review Student-led  Worksheets Performance Task Presentations | | |
| **After** | **Closure: Review and Refocus on major points of emphasis to cue students that the end of class period is near.** | Exit Tickets Quizzes/Tests Presentations  Digital Survey Review Questions | | |
| **Independent**  **Practice – Homework, Classork, Group Activities.** | **Homework Assignment**: | | |
|  | | | | |
| **Teacher Reflection** | | Data: What do formative assessments suggest about the success of the lesson?  **TalentEd Reflection**: As a result of the lesson, what did you want to students to know and be able to do?   1. How will you respond to or address the learners that mastered what you wanted students to know and be able to do at the end of the lesson? 2. How will you support the learners that did not master the objectives? | | |

**\*Please note: Daily learning plans must be posted to Share Point by 8:30 a.m. Monday-Friday.**